

Ratcliffe	Scott, David	Van Hollen
Reed	Sensenbrenner	Vargas
Reichert	Serrano	Veasey
Renacci	Sessions	Vela
Ribble	Sewell (AL)	Velázquez
Rice (SC)	Sherman	Wagner
Rigell	Shinkus	Walberg
Roby	Shuster	Walden
Rogers (AL)	Simpson	Walker
Rogers (KY)	Sinema	Walorski
Rohrabacher	Sires	Walters, Mimi
Rokita	Slaughter	Walz
Rooney (FL)	Smith (MO)	Wasserman
Ros-Lehtinen	Smith (NE)	Schultz
Roskam	Smith (NJ)	Weber (TX)
Ross	Smith (TX)	Webster (FL)
Rothfus	Smith (WA)	Welch
Rouzer	Stefanik	Wenstrup
Roybal-Allard	Stewart	Westerman
Royce	Stivers	Westmoreland
Ruiz	Stutzman	Whitfield
Ruppersberger	Swalwell (CA)	Williams
Russell	Takai	Wilson (SC)
Ryan (OH)	Takano	Wittman
Ryan (WI)	Thompson (PA)	Womack
Salmon	Thornberry	Woodall
Sanchez, Loretta	Tiberi	Yarmuth
Sanford	Tipton	Yoder
Sarbanes	Titus	Yoho
Scalise	Tonko	Young (AK)
Schakowsky	Torres	Young (IA)
Schiff	Trott	Young (IN)
Schock	Tsongas	Zeldin
Schweikert	Turner	Zinke
Scott (VA)	Upton	
Scott, Austin	Valadao	

## NOES—20

Clarke (NY)	Jones	Schrader
Ellison	Kaptur	Thompson (CA)
Fudge	McCollum	Thompson (MS)
Grijalva	Napolitano	Visclosky
Hastings	Pocan	Waters, Maxine
Hoyer	Richmond	Watson Coleman
Johnson, E. B.	Rush	

## NOT VOTING—11

Byrne	Long	Sánchez, Linda
Costa	McNerney	T.
Hinojosa	Rice (NY)	Speier
Lee	Roe (TN)	Wilson (FL)

## ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mr. POE of Texas) (during the vote). There are 2 minutes remaining.

□ 1552

Ms. BASS changed her vote from “no” to “aye.”

So the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

## PERSONAL EXPLANATION

Mr. ROE of Tennessee. Mr. Speaker, I was unable to vote today because of a serious illness in my family. Had I been present, I would have voted “yea” on rollcall No. 84, “yea” on rollcall No. 85, “yea” on rollcall No. 86, “yea” on rollcall No. 87, “yea” on rollcall No. 88, “no” on rollcall No. 89, and “yea” on rollcall No. 90.

## THE JOURNAL

The SPEAKER pro tempore. The unfinished business is the question on agreeing to the Speaker’s approval of the Journal, which the Chair will put de novo.

The question is on the Speaker’s approval of the Journal.

Pursuant to clause 1, rule I, the Journal stands approved.

ELECTING MEMBERS TO CERTAIN  
STANDING COMMITTEES OF THE  
HOUSE OF REPRESENTATIVES

Mr. BECERRA. Mr. Speaker, by direction of the Democratic Caucus, I offer a privileged resolution and ask for its immediate consideration.

The Clerk read the resolution, as follows:

## H. RES. 124

*Resolved*, That the following named Members be and are hereby elected to the following standing committees of the House of Representatives:

(1) COMMITTEE ON NATURAL RESOURCES.—Mrs. Capps and Mr. Polis.

(2) COMMITTEE ON SCIENCE, SPACE, AND TECHNOLOGY.—Mr. Takano and Mr. Foster.

(3) COMMITTEE ON SMALL BUSINESS.—Ms. Clarke of New York.

The resolution was agreed to.

A motion to reconsider was laid on the table.

## STUDENT SUCCESS ACT

## GENERAL LEAVE

Mr. KLINE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 5.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Minnesota?

There was no objection.

The SPEAKER pro tempore. Pursuant to House Resolution 121 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the consideration of the bill, H.R. 5.

The Chair appoints the gentleman from New York (Mr. COLLINS) to preside over the Committee of the Whole.

□ 1558

## IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the consideration of the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children’s schools, and for other purposes, with Mr. COLLINS of New York in the chair.

The Clerk read the title of the bill.

The CHAIR. Pursuant to the rule, the bill is considered read the first time. The gentleman from Minnesota (Mr. KLINE) and the gentleman from Virginia (Mr. SCOTT) each will control 30 minutes.

The Chair recognizes the gentleman from Minnesota.

Mr. KLINE. Mr. Chairman, I yield myself as much time as I may consume.

I rise today in strong support of H.R. 5, the Student Success Act. This week, we have an opportunity to advance bold reforms that will strengthen K–12 education for children across America.

A great education can be the great equalizer. It can open doors to unlimited possibilities and provide students

the tools they need to succeed in life. Every child in every school deserves an excellent education, yet, Mr. Chairman, we are failing to provide every child that opportunity.

Today, approximately one out of five students drops out of high school, and many who do graduate are going to college or entering the workforce with a subpar education. The number of students proficient in reading and math is abysmal. The achievement gap separating minority students from their peers is appalling. Parents have little to no options to rescue their children from failing schools.

A broken education system has plagued families for decades. Year after year, policymakers lament the problems and talk about solutions, and once in a while, a law is enacted that promises to improve our education system.

Unfortunately, past efforts have largely failed because they are based on the idea that Washington knows what is best for children. We have doubled down on this approach repeatedly, and it is not working.

Federal mandates dictate how to gauge student achievement, how to define qualified teachers, how to spend money at the State and local levels, and how to improve underperforming schools. And now, thanks to the unprecedented overreach of the current administration, the Department of Education is dictating policies concerning teacher evaluations, academic standards, and more.

No one questions whether parents, teachers, and local education leaders are committed to their students, yet there are some who question whether they are capable of making the best decisions for their students.

Success in school should be determined by those who teach inside our classrooms, by administrators who understand the challenges facing their communities, by parents who know better than anyone the needs of their children. If every child is going to receive a quality education, then we need to place less faith—less faith—in the Secretary of Education and more faith in parents, teachers, and State and local leaders. That is why I am a proud sponsor of the Student Success Act.

By reducing the Federal footprint, restoring local control, and empowering parents and education leaders, this commonsense bill will move our country in a better direction.

□ 1600

The Student Success Act provides States and school districts more flexibility to fund local priorities, not Washington’s priorities. The legislation eliminates dozens of ineffective or duplicative programs so that each dollar makes a direct, meaningful, and lasting impact in classrooms. The bill strengthens accountability by replacing the current national scheme with State-led accountability systems, returning to States the responsibility to